



SHERBORNE GIRLS

PSHEE and RSE Policy

Approving body: Education Committee

Owner: Deputy Head Academic

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Executive Summary

This policy is for general readership and outlines the role which Personal Social Health and Economic Education (PSHEE) plays within Sherborne Girls. Relationships and Sex Education (RSE) is taught within the PSHEE programme and follow the updated [statutory RSHE guidance \(July 2025\)](#), which is taught as part of the PSHEE programme. This policy also provides information about the right for a pupil / their parent(s) to withdraw from Sex Education.

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¹ Approved by SLT, pending ratification by the Education Committee.

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Introduction

Personal, Social, Health and Economic Education (PSHEE) plays a fundamental role in the personal, social and health and moral development of every pupil at Sherborne Girls ('SG' or 'the School') and reflects fully the updated statutory guidance for the teaching of Relationships and Sex Education and Health Education (RSHE) from September 2026. The PSHEE curriculum supports our development of Character Education, embedding the virtues of our School community. The main aims and objectives of PSHEE are to teach **facts**, help pupils to understand **concepts**, enable pupils to acquire **skills**, encourage pupils to develop informed **opinions** and **attitudes**, and to nurture a set of core **values**.

PSHEE contributes significantly to pupils' personal development, wellbeing, safeguarding and preparation for adult life. The curriculum reflects the statutory requirements for RSHE and supports the School's wider responsibilities relating to safeguarding, equality, SMSC development, welfare, health and safety, and the promotion of pupils' wellbeing.

Aims and Objectives

Through the delivery of the PSHEE curriculum the School:

- develops self-awareness among pupils;
- supports pupils to develop empathy, respect for others, and an understanding of diverse experiences, identities, relationships and family structures;
- teaches pupils about physical health, general wellbeing, mental health, healthy lifestyles and sources of support;
- enables pupils to learn right from wrong;
- helps pupils to develop agency, resilience and the skills to make informed, safe and responsible choices;

- fosters self-esteem across the pupil body;
- provides pupils with a greater awareness of global issues;
- helps pupils to recognise, assess and manage risk, including personal safety, online safety, substance-related risk and social situations;
- helps pupils recognise and respond to extremist narratives, radicalisation, harmful online influences and other forms of exploitation;
- helps pupils understand healthy, respectful and equal relationships, including consent, boundaries, communication, coercion and signs of unhealthy relationships;
- supports pupils to recognise and challenge misogyny, sexism, sexual harassment and violence against women and girls;
- teaches pupils about different types of abuse, including child-on-child abuse, coercive control, image-based abuse and online exploitation;
- teaches pupils about online and technology-related harms, including pornography, AI-generated content, deepfakes, harmful online influencers, scams, fraud and financial exploitation;
- provides pupils with factual, age-appropriate information about sexual relationships, sexual health, reproductive health, developing bodies, contraception, consent, fertility and sources of support;
- prepares pupils for adult life and increasing independence, including relationships, wellbeing, personal safety, financial awareness, digital life and responsible participation in society.

The programme of study for PSHEE is outlined in [Appendix 2](#).

Curriculum Presentation

The PSHEE curriculum at SG is delivered through five ‘drop down’ mornings across the academic year, providing a wealth of opportunity for a variety of teaching methods which include, but are not limited to:

- interactive presentations including relevant videos
- discussions/debates
- “Question time”
- questionnaires
- quizzes
- research/ presentations
- role play
- surveys
- creating resources for others
- visiting speakers
- workshops with Sherborne Boys

Through experiencing various methods of teaching and different channels for learning, the pupils are introduced to lateral and critical thinking, self-assessment, and self-reflection. All teaching carefully considers the delivery of sensitive content, using such devices as ground rules, distancing, careful handling of questions, avoidance of shock tactics and sensationalised materials.

Planning and Staffing of PSHEE

All teaching staff participate in the delivery of the PSHEE curriculum through five 'drop down' mornings across the academic year which equates to 25 periods of PSHEE a year excluding additional talks. This approach shows pupils the importance of PSHEE as all teaching staff are included in its delivery. Staff are grouped into three areas according to their subject knowledge and wider skillset; Living in the Wider World, Health and Wellbeing, and Relationships. The lessons and sequences are planned and overseen by the Head of PSHEE who utilises resources from Wellio, alongside other trusted providers such as the PSHE Association, Association for Character Education and Unifrog, which are then tailored to Sherborne Girls specifically. This is to ensure accuracy of content, age-appropriateness, inclusivity and to ensure they are safeguarding aware and aligning with statutory guidance. These are then delivered by staff in the specialist areas, who will adapt as appropriate to enhance the learning of their classes.

There is the offer of regular drop-in sessions with the Head of PSHEE and coaching from experienced staff for those teachers who require support in their PSHEE lesson delivery. Opportunities for continuing professional development are communicated to the staff body and individuals as and when they arise, especially for the teaching of sensitive and emerging topics such as misogyny, pornography, AI/deepfakes, financial exploitation and harmful online cultures.

The ability to use a variety of locations (e.g. the Health Centre, the Beddington Lecture Theatre, House Drawing Rooms, School Hall, Library, Gransden Hall, classrooms, Oxley Sports Centre and the outdoors) is a great advantage when delivering the PSHEE syllabus at SG. As part of our unique connection with Sherborne Boys, we also have the opportunity to gather together for lessons and programmes where co-educational delivery is beneficial to the content, pupil needs and learning aims. We also have exceptional facilities for hosting visiting PSHEE speakers and providers.

Relationships Education

Relationships and Sex Education and Health Education are statutory for pupils receiving secondary education. The School's provision is informed by the Department for Education's statutory guidance, [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(July 2025\)](#), including the updated guidance for introduction from September 2026. At SG we deliver RSE and Health Education predominantly through the timetabled PSHEE programme to pupils from U4 (Year 8) to U6 (Year 13). In addition, our experienced Heads of Year, Housemistresses and Housemasters (HMs), tutors, Chaplain, pastoral staff and boarding staff support the consolidation of PSHEE themes, under appropriate pastoral leadership. This is done through Health Centre visits, tutorials, year group meetings and 'drawing room sessions' which seek to aid with discussion in difficult areas.

Working with parents, pupils and external agencies

The School recognises the importance of working in partnership with parents, pupils and external agencies to support effective PSHEE and RSE provision. The curriculum is planned by the Head of PSHEE, in consultation with relevant pastoral and safeguarding colleagues, and is reviewed in light of statutory guidance, pupil need, pastoral trends and emerging safeguarding priorities.

Parents and carers are provided with information about the School's PSHEE and RSE provision, including the content taught and the context in which sensitive topics are addressed. The

School communicates with parents and carers in advance of key RSE content, including sex education, so that they understand what is being taught, when it is being taught and why. Parents have full access to all lesson resources used via Wellio.

Pupil voice is used to inform the ongoing development of PSHEE and RSE, helping to ensure that the curriculum remains relevant, age-appropriate and responsive to pupils' needs. Pupil feedback is considered alongside statutory requirements, safeguarding information, pastoral knowledge and professional judgement.

External speakers and agencies may be used where they enhance the curriculum and bring appropriate expertise. Examples of regularly used agencies are It Happens Education and The Talk About Trust. The School ensures that any external provision is carefully selected, quality assured and aligned with statutory guidance, safeguarding expectations and the School's values. External visitors do not replace the School's responsibility for PSHEE and RSE. Materials, lesson plans and delivery approaches are reviewed in advance where appropriate, and visiting speakers are reminded to deliver content in a factual, age-appropriate, inclusive and safeguarding-aware manner.

The right to withdraw a child from Sex Education

Parents/carers and guardians have the right to withdraw their child from all or part of the Sex Education programme (but not Relationships, Health Education or where sex education forms part of the Science curriculum) up to and until three terms before their child turns 16. The School respects this right.

Parents will be contacted by the Head of PSHEE each year and informed that Sex Education is to take place, and reminded of the right for them to withdraw their child if they feel it appropriate. Requests to withdraw should be directed to the Head. The Head will consider any request and discuss it with the parents. Such requests will be granted in all but exceptional circumstances, up until three school terms before the pupil turns 16. At this age, the pupil can choose to receive Sex Education if they would like to, or remain withdrawn. The Head of PSHEE will be informed directly by the Head if a child has been withdrawn and will keep a record.

Equality of Opportunity

Classroom practice and pedagogy at SG take into account pupils' age, ability, readiness, cultural background, and Special Educational Needs and Disabilities (SEND), and is adjusted to enable all pupils to access the learning. PSHEE and RSE are used as a way to explore and celebrate diversity within the school community and wider world and to ensure equality for all. PSHEE and RSE delivery is designed to comply with the Equality Act 2010. Provisions within the Equality Act allow the School to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of protected characteristics.

Pupils with SEND

The School ensures that RSE is accessible for all pupils through quality teaching that is differentiated and personalised, and classroom teachers are aware of cognitive, emotional, social and communication needs. The School is mindful of preparing pupils for 'adulthood outcomes', as set out in the SEND code of practice when teaching RSE to those with SEND. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to their SEND. Such factors will be taken into consideration in the delivery of RSE.

Pupils who identify as LGBT

In teaching RSE, SG will ensure that the needs of all pupils are appropriately met and that all pupils understand the importance of equality and respect. Pupils learn about the protected characteristics including sexual orientation and gender reassignment through factual and age appropriate teaching, fully integrated into all relevant parts of the broader RSE curriculum. RSE is fully inclusive and relevant to those who identify as LGBT and we follow our LGBTQIA Policy to help inform our approach.

Sensitive or Contentious Topics

The Head of PSHEE communicates with HMs regarding any sensitive or contentious topics to ensure that the specific needs and circumstances of pupils are considered and where necessary, adjusted for. Each case is discussed on an individual basis in order to allow pupils to engage with the curriculum in a carefully thought out, supportive and timely manner. The pupils' needs are continually at the forefront of everything the School does within PSHEE. All resources and teaching are balanced, non-judgmental and avoid reinforcing gender stereotypes.

As well as the above objectives the School also strives to have a PSHEE programme which benefits the changing demands of the pupil body, ensuring the best preparation for their life beyond SG.

Supporting documents

This policy has been written with consideration of the following School documents:

- [SG Anti-Bullying policy](#)
- [SG Equal Opportunities Policy for Pupils](#)
- [SG Guidance on supporting transgender pupils](#)
- [SG LGBTQIA Policy](#)
- [SSG Safeguarding and Child Protection Policy](#)
- [SG Spiritual, Moral, Social and Cultural \(SMSC\) Development policy](#)
- [SG Pupil Wellbeing Policy](#)
- [SG Visiting Speakers Policy](#)

To request a copy of any of the documents listed above please contact the Policies, Inspection and Strategy Coordinator: policies@sherborneschools.group

Appendix 1: Summary of Changes in Issue 4

- Significant rewrite of the following sections:
 - Introduction
 - Aims and Objectives
 - Relationships Education
 - Pupils who identify as LGBT
- New section added, 'Working with parents, pupils and external agencies'
- Minor updates in other sections.
- Appendix 2 updated with new PSHEE programme of study.
- Cross Curricular Links moved to Appendix 3.
- Section on PSHEE and Study Skills removed.

Appendix 2: PSHEE Programmes of Study

Programmes of study are subject to change due to the way that PSHEE content responds to current themes, and the needs of year groups across the academic year.

Year Group	Living in the Wider World	Health and Wellbeing	Relationships
U4 Year 8 KS3	L7 Exploring the Democratic Process; L8 Respecting and Celebrating Religious Diversity; HW23 Racism and Discrimination; HW19 Sharing Information Online; R16 Together Against Bullying	HW47 The Truth about Vaping; HW21 Viewing Harmful Content; HW35 Changing Emotions; R56 Respecting Ourselves; HW26 Oral Hygiene; R57 Ending Relationships	R15 Peer Pressure Survival Guide; R18 The many Forms of Relationships; R19 Understanding Consent; R23 Assessing the Trustworthiness of Others; R20 Power Dynamics and Consent; R21 Contraception Essentials; R22 Discussing Pornography
L5 Year 9 KS3	L17 Financial Risk; R32 Relationships & Their Legal Status; L14 How Laws are Made; L30 Knife Crime; HW49 Sextortion; HW56 Digital Footprint; L13 Volunteering in My Community through tutor or year-group provision	HW38 Managing Anxiety; HW75 Gambling Addiction; HW51 Evaluating Eating Habits; HW45 Informed Drug and Alcohol Choices; HW43 Saving Lives with First Aid; HW54 Organ Donation	R25 Safe and Healthy Sex; R27 Reproductive Health; R33 Avoiding and Preventing Harassment; R34 Online Grooming; R28 Pregnancy Choices; R55 Stalking and Unwanted Behaviour
M5 Year 10 KS4	HW60 The UK's Relationship with the World; L20 Understanding Democracy; L21 Public Money; L19 AI and Society; L22 Your Pension, Your Future; L31 The Rule of Law	HW71 Sleep, Exercise and Diet; HW67 Understanding Vaccination and Immunisation; HW87 The Healthcare System; R42 Self-Examination and Screening; HW68 Drugs; HW69 Prescription Medication Misuse	R30 Respecting Transgender Identities; HW72 Inclusivity and Belonging; R43 Understanding Sexual Consent; R40 The Distorted Reality of Pornography; HW64 Online Stalking; R47 Sharing Illegal Images; R60 Female Genital Mutilation
U5 Year 11 KS4	HW77 Discrimination and the Equality Act; HW78 Respecting Human Rights; L28 Credit and Debt; L29 Insurance	HW81 The Question Around Deepfakes; R49 Fertility and Pregnancy; HW86 Health Conditions; HW85 Rethinking Masculinity	R53 Safe Relationships Online; R50 Differences Between Forced and Arranged Marriages; R59 Domestic Abuse; R46 Sexual Harassment and Aggression
L6 Year 12 KS5	Democracy vs Autocracy; Religious Freedom in the UK; Separation of Power; Safe Sharing Online; Credit Cards; Advanced Budgeting	Exploring Emotional Intelligence; Impulse Control; Organised and Efficient; Moving Towards Your Ideal Self; Values in Action; Developing Positive Habits	Support and Communication; Gay Rights; Navigating Conflict; Navigating Sexuality Safely; Attitudes Towards Sexualisation and Pornography; Harmful Stereotypes
U6 Year 13 KS5	The Advanced Economy; Taxation; Mortgages; Safeguarding Democratic Systems	Self-Confidence; Substance Use and the Law; Overcoming Worry in Your Final Years; Lifelong Growth Mindset through tutor / year-group provision	Building Healthy Masculinity; Navigating Pregnancy Choices; Being Assertive; Ethical Dilemmas and Moral Reasoning

Appendix 3: Cross-Curricular Links

PSHEE lessons complement many other areas of the academic curriculum, including:

SUBJECT	PSHEE TOPIC
Art & Design/ Design & Technology	media and real life are not the same, peer pressure, consumerism
Food and Nutrition	healthy eating, balanced diets, nutrition value of food, hygiene
English	reading as part of a mental health toolkit, news and global issues, communication and negotiation
Geography	fair trade, consumerism, geopolitics, environment
History	combatting ‘-ist’ language , Apartheid/Civil Rights movement, law
Maths	financial literacy, economic issues, managing money, budgeting, money matters
PE	health and fitness, teamwork, fair play, healthy body/healthy mind, barriers to female participation
RS	prejudice, abortion, euthanasia, disability, bereavement, morals, conflict resolution
Science	drugs, alcohol, smoking, vaping, safer sex, climate, pollution,